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January 2004

English Language Arts 30–1

Part A: Written Response

Grade 12 Diploma Examination

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January 2004

English Language Arts 30–1
Part A: Written Response

Grade 12 Diploma Examination

Description

Time: 2½ hours. This examination was developed to be completed in 2½ hours; however, you may take an additional ½ hour to complete the examination.

Plan your time carefully.

Part A: Written Response contributes 50% of the total English Language Arts 30–1 Diploma Examination mark and consists of two assignments.

- **Personal Response to Texts Assignment**
  Value 20% of total examination mark
- **Critical/Analytical Response to Literary Texts Assignment**
  Value 30% of total examination mark

Recommendation: Read and reflect upon the whole examination before you begin to write. Time spent in planning may result in better writing.

Do not write your name anywhere in this booklet. Feel free to make corrections and revisions directly on your written work.

Instructions

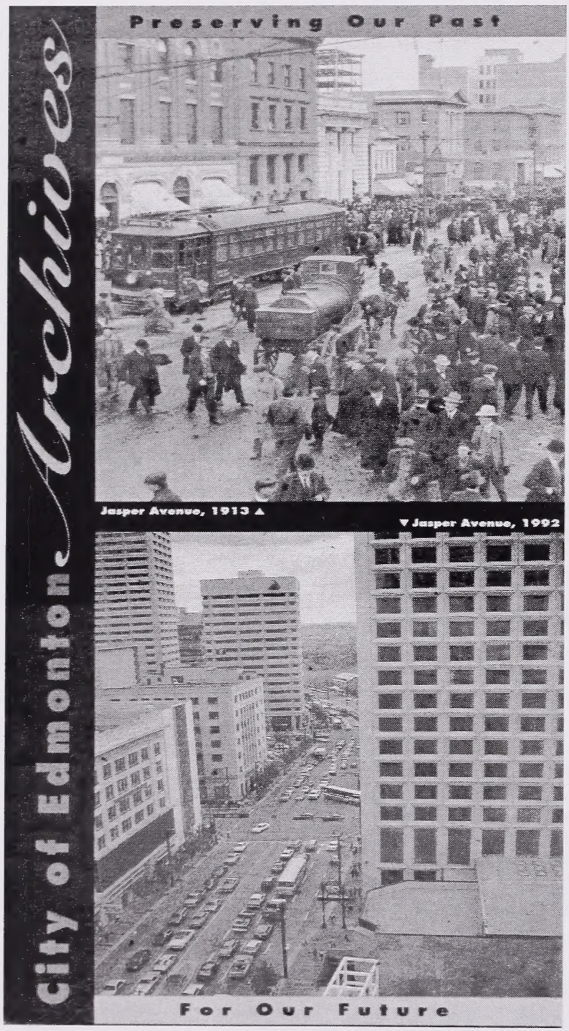
- Complete the Personal Response to Texts Assignment first. The Personal Response to Texts Assignment is designed to allow you time to think and reflect upon the ideas that you may also explore in the Critical/Analytical Response to Literary Texts Assignment.
- Complete **both** assignments.
- You may use the following print or electronic references:
  –an English and/or bilingual dictionary
  –a thesaurus
  –an authorized writing handbook
- Space is provided in this booklet for planning and for your written work.
- Use blue or black ink for your written work.

Additional Instructions for Students Using Word Processors

- Format your work using an **easy-to-read** 12-point or larger font such as Times.
- Double-space your final copy.
- Staple your final printed work to the pages indicated for word-processed work for each assignment. Hand in all work.
- Indicate in the space provided on the back cover that you have attached word-processed pages.

PERSONAL RESPONSE TO TEXTS ASSIGNMENT
Suggested time: approximately 45 to 60 minutes

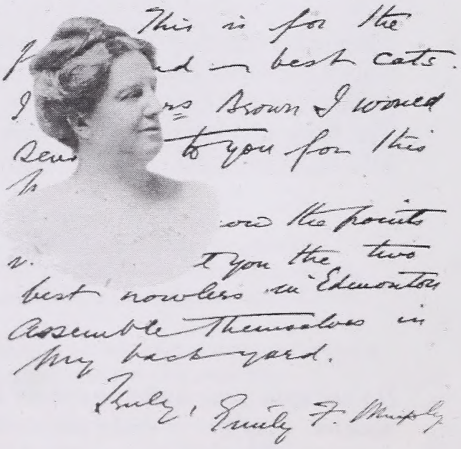
Carefully read and consider the texts on pages 2 to 4, and then complete the assignment that follows. The photographs and commentaries on pages 2 and 3 are from a brochure from the City of Edmonton Archives.



Public concern over the growing loss of historically significant information led to creation of an Archives Committee by the City of Edmonton in 1938. Documents and photographs recording Edmonton's early history were acquired and preserved in liaison with the Northern Alberta Pioneers and Old Timers Association (N.A.P.O.T.A.).

Twenty years later the City opened the Historical Exhibits Building in cooperation with N.A.P.O.T.A. Essentially a museum, one room was devoted to archival materials. The City assumed control over the facility in 1966, and by 1971 had established the City of Edmonton Archives as the official repository for civic government records. Two years later, the building was devoted entirely to documents and photographs relating to Edmonton's history.

In 1992 the Archives moved to the renovated Prince of Wales Armouries. Modern techniques of storage and preservation ensure the availability of our documentary heritage for future generations.



PERSONAL RESPONSE TO TEXTS ASSIGNMENT

Still and Moving Images

Over 100,000 historical photographs, dating from the 1880s, are kept in the Archives. Of these, approximately 3,200 were inherited from N.A.P.O.T.A. The more than 70,000 slides currently housed here are of a more contemporary nature. Much of our collection consists of negatives, slides, moving images, and prints.

Newspapers

We provide a large collection of local newspapers including the *Edmonton Bulletin*, from 1880 to 1951, the *Edmonton Journal*, from 1903 to the present, as well as editions of the *Strathcona Plaindealer* and the *Edmonton Capital* on microfilm. An extensive collection of newspaper clipping files, dating from the late 1920s, is also available.

Maps and Architectural Drawings

Over 300 current and historical maps of the Edmonton area, dating from 1882, provide a unique geographical guide to Edmonton's development.

More than 25,000 plans and architectural drawings of significant buildings and bridges from the City Architect's Department and other sources are accessible to researchers.

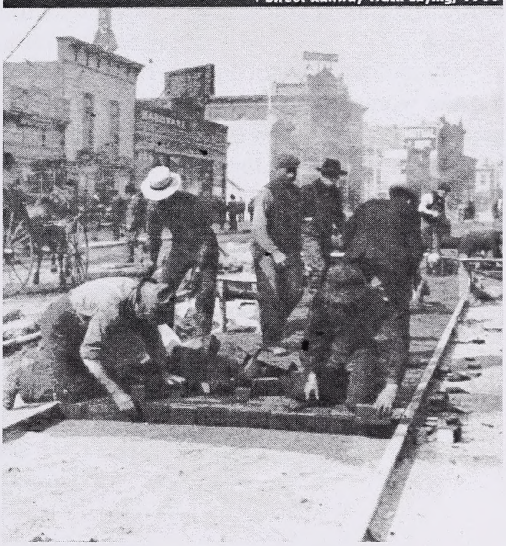
Oral Histories

A series of oral histories of prominent local citizens is available to augment the researcher's understanding of Edmonton's past.

Current and Historical Publications

Our non-circulating library of current and historical books and periodicals supplements our clients' needs.

Edmonton Eskimos Hockey Team, 1919-1920 ▲
▼ Street Railway Track Laying, 1908



PERSONAL RESPONSE TO TEXTS ASSIGNMENT

This excerpt is set in Ireland.

from FOUR LETTERS OF LOVE

At twelve, then, the world changed. My father came home in his grey suit one evening, sat to tea and listened to my mother tell how all day she had waited for the man to come to repair the leak in the back kitchen roof, how I'd come home from school with a tear in the knee of my pants, how Mrs Fitzgerald had called to say she couldn't play bridge this Thursday. He sat in that rumpled, angular quietness of his and listened. Was there a special glimmering of light in his eyes? I have long since told myself I remember there was. It cannot have been as simple and understated as I see it now, my father swallowing a second cup of milky tea, a slice of fruit loaf, and saying, "Bette, I'm going to paint."

At first, of course, she didn't understand. She thought he meant that evening and said, "Grand, William," and that she would tidy up after the tea and let him go along now and get changed.

"No," he said quietly, firmly, speaking the way he always spoke, making the words seem larger, fuller than himself, as if the amplitude of their meaning was directly related to the thinness of himself, as if he were all mind. "I'm finished working in the office," he said.

My mother had stood up and was already putting on her apron for the dishes. She was a petite woman with quick brown eyes. She stopped and looked at him and felt it register, and with electric speed then crossed the kitchen, squeezed my upper arm unintentionally hard and led me from the table to go upstairs and do my lessons. I carried the unexploded fury of her response from the kitchen into the cool darkness of the hall and felt that gathering of blood and pain that was the bruise . . . coming. I climbed six steps and sat down. I fingered the tear in the knee of my trousers, pushed the two sides of frayed corduroy back together as if they could mend. Then, my head resting on fists, I sat and listened to the end of my childhood.

Niall Williams (1958–)
Williams lives in Kiltumper, Ireland,
with his wife Christine and their two children.
Four Letters of Love, Williams' first novel,
is being made into a film.

PERSONAL RESPONSE TO TEXTS ASSIGNMENT
Suggested time: approximately 45 to 60 minutes

The Assignment

In the excerpt from the novel *Four Letters of Love*, the narrator recalls a vivid memory of a significant event that was clearly fixed forever in his mind. The photographs and commentaries from the City of Edmonton Archives brochure recount some of the formal ways that we preserve memories of the past.

What do these texts suggest to you about the significance of our memory of the past? Support your idea(s) with reference to one or more of the texts presented and to your previous knowledge and/or experience.

In your writing, you should

- select a *prose form* that is appropriate to the ideas you wish to express and that will enable you to effectively communicate to the reader
- discuss ideas and/or impressions that are meaningful to you

Do Not Write
On This Page

Personal Response to Texts Assignment

Initial Planning

You may respond from a personal, critical, and/or creative perspective. Keep in mind that regardless of the form you choose, you must communicate clearly to the reader.

Briefly identify your choice of prose form, your reason(s) for choosing this prose form, and what you intend to communicate.

_____

_____

_____

_____

_____

There is additional space for planning on pages 8, 10, and 12.

Personal Response to Texts Assignment

Planning

There is additional space for planning on pages 10 and 12.

If you are using a word processor, staple your* Personal Response *here.
You may make corrections directly on your printed page(s).

Personal Response to Texts Assignment

Written Work

There is additional space for written work on pages 11, 13, and 14.

Personal Response to Texts Assignment

Planning

There is additional space for planning on page 12.

Personal Response to Texts Assignment

Written Work

There is additional space for written work on pages 13 and 14.

Personal Response to Texts Assignment

Planning

Personal Response to Texts Assignment

Written Work

There is additional space for written work on page 14.

Personal Response to Texts Assignment

Written Work

Tear-Out Page

Fold and tear along perforation.

CRITICAL/ANALYTICAL RESPONSE TO LITERARY TEXTS ASSIGNMENT
Suggested time: approximately 1½ to 2 hours

Reflect on the ideas and impressions that you discussed in the Personal Response to Texts Assignment concerning the significance of our memory of the past.

The Assignment

Consider how the significance of memory of the past has been reflected and developed in a literary text or texts you have studied. Discuss the idea(s) developed by the author(s) about the significance of our memory of the past.

In your planning and writing, consider the following instructions.

- You must focus your discussion on a literary text or texts *other than* the texts provided in this examination booklet.
- When considering the work(s) that you know well, select a literary text or texts meaningful to you and relevant to this assignment. Choose from short stories, novels, plays, screenplays, poetry, films, or other literary texts that you have studied in your English Language Arts 30–1 class.
- Carefully consider your *controlling idea* or how you will create a strong, *unifying effect* in your response.
- As you develop your ideas, support them with appropriate, relevant, and meaningful examples from literary text(s).

Do Not Write
On This Page

Critical/Analytical Response to Literary Texts Assignment

Initial Planning

You may use this space for your initial planning. This information assists markers in identifying the text(s) you have chosen to support your ideas. The markers who read your composition will be very familiar with the literary texts you have chosen.

Literary Text(s) and Author(s) _____

_____

_____

_____

Personal Reflection on Choice of Literary Text(s)
Suggested time: 10 to 15 minutes

Briefly identify your reasons for choosing this literature as support for your response. What strategies did you use when making your choice? You may respond in point form, using a diagram such as a mind map, or in another format of your choice. Markers will consider the information you provide here when considering the effectiveness of your supporting evidence.

_____

_____

_____

_____

_____

_____

_____

Additional space is provided for Personal Reflection on Choice of Literary Text(s) on page 18.

Critical/Analytical Response to Literary Texts Assignment

Personal Reflection on Choice of Literary Text(s)

If you are using a word processor, staple your* Critical/Analytical Response *here.
You may make corrections directly on your printed page(s).

Critical/Analytical Response to Literary Texts Assignment

Written Work

There is additional space for written work on odd-numbered pages.

Critical/Analytical Response to Literary Texts Assignment

Planning

There is additional space for planning on even-numbered pages.

Critical/Analytical Response to Literary Texts Assignment

Written Work

Critical/Analytical Response to Literary Texts Assignment

Planning

Critical/Analytical Response to Literary Texts Assignment

Written Work

Critical/Analytical Response to Literary Texts Assignment

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Written Work

Critical/Analytical Response to Literary Texts Assignment

Planning

Critical/Analytical Response to Literary Texts Assignment

Written Work

Credits

City of Edmonton Archives. "Preserving Our Past for Our Future." Edmonton: City of Edmonton Community Services Dept., 2003.

Williams, Niall. *Four Letters of Love*. London: Picador, 1997. Copied under licence from *Access Copyright*. Further reproduction prohibited unless licensed.

Do Not Write
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English Language Arts 30–1: Part A

January 2004

Name

Apply Label With Student's Name

English Language Arts 30–1: Part A

(Last Name) (Legal First Name)

Name: _____ _____

Date of Birth: Y M D

Sex:

Permanent Mailing Address: _____

(Apt./Street/Ave./P.O. Box) (Village/Town/City) (Postal Code)

School Code: **School:** _____ **Signature:** _____

Check this box if your address has changed

Check this box if you have attached word-processed pages to this booklet

Accommodations (mark all applicable) to be filled in by Supervising Examiner

- Accommodation 1
- Accommodation 5
- Accommodation 6
- Accommodation 7
- Accommodation 10
- Accommodation 11
- Accommodation 12

For Department Use Only

Marker 1	C1
Marker 2	C2
Marker 3	C3

No Name

Apply Label Without Student's Name